

ABSTRACT

A Case Study of a Rural Primary School Which Consistently Produces Students Who Obtain 0–30 Percent on SEA

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This study identified the attitudes, beliefs, events, and policies that guide practices at a small rural primary school, which consistently produces students who obtain 0–30% in the Secondary Examination Assessment (SEA). Interviews were used to obtain data from the principal, two teachers, three students, and three parents. Findings revealed that the low-performing students came from home environments characterized by single parenting, low aspirations, limited parental monitoring of homework, and low socio-economic status. Additionally, it was observed that the issues of multilevel teaching, racism, and cultural differences combined to derive an explanation for the discrepancies in students' performance.

Keywords: Case studies; Rural schools; Primary schools; Academic achievement; Sociology of education; Parent participation; Parent responsibility; Economically disadvantaged; Secondary Entrance Assessment examination; Teacher attitudes; Failure factors; Trinidad and Tobago